DOCUMENT RESUME

ED 161 437 IR 006 491

AUTHOR Freeman, Doris L.; And Others
TITLE Action and Interaction: An Elementary Library Media Program.
INSTITUTION Upper Merion Area School District, King of Prussia, Pa.
PUB DATE 77
NOTE 213p.
AVAILABLE FROM Upper Merion Area School District, 435 Crossfield Road, King of Prussia, Pennsylvania 19406 ($7.00)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Activities; Bibliographies; *Curriculum Guides; Elementary Education; Elementary School Teachers; Glossaries; *Instructional Materials Centers; Librarians; *Library Instruction; Library Services; *Library Skills; Objectives; Records (Forms)

ABSTRACT

This curriculum guide is designed to assist the librarian and classroom teacher in providing a program of essential library skills for all elementary school students, and designing learning activities which will reinforce the use of these media skills. The outline is divided into sections on locating, using, searching, appreciating, and producing materials. Each section contains objectives, the action taken by students, and the interaction by teachers to reinforce student actions. A glossary of library terms is included, followed by a bibliography. Appendices include audiovisual services provided by the Upper Merion Area School District, area resource centers for teachers, and five library forms. (MBR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED161437

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ACTION AND INTERACTION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Leon Novak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

AN ELEMENTARY LIBRARY MEDIA PROGRAM

UPPER MERION AREA SCHOOL DISTRICT
KING OF PRUSSIA, PENNSYLVANIA 19406

IR006491

ACTION AND INTERACTION

AN ELEMENTARY LIBRARY MEDIA PROGRAM

Copyright 1977

Upper Merion Area School District

King of Prussia, Pennsylvania 19406

Compiled by:

Doris L. Freeman
Margaret T. McCaskey
Margaret M. MacLean
Dorothy G. Osteen

Dr. Charles A. Scott
Superintendent of Schools

Walter M. Rhoades
Assistant to the Superintendent

Leon F. Novak
Director of AV/Library Services

1977

INTRODUCTION

Over the past decade the Board of School Directors of Upper Merion Area School District has recognized that school libraries are basic components in a sound educational program. Resources have been expanding to include a full range of instructional materials and equipment. Systems for using all types of media have been developing so students and staff will be able to share a total community network supporting many types of learning experiences.

To promote the greatest use of these resources in early learning years, elementary librarians have designed an instructional guide. Five goals for students are outlined with suggested ACTION for which the librarian will be responsible. Attainment of goals can be achieved only by teachers and librarians planning and working together; therefore, INTERACTION among the professional staff is essential. Also defined for the first time in one place are library services for elementary teachers, library forms used in each building, and a glossary of library terms.

This handbook, written after months of discussion and two-week summer workshop, is a beginning. Action, interaction, and evaluation should be a continuing process.

CONTENTS

PHILOSOPHY AND INSTRUCTIONAL PURPOSES 1

LIBRARY MEDIA SKILLS KEY 2-5

I. LIBRARY MEDIA SKILLS

GOAL ONE (1)	LOCATING MATERIALS	OBJECTIVE 1	Orientation	1-1-
		2	Locations	1-2-
		3	Circulation Procedures	1-3-
GOAL TWO (2)	USING MATERIALS	OBJECTIVE 1	Parts of a Book	2-1-
		2	Other Print Material	2-2-
		3	Non-Print Materials With Equipment:	2-3-
			Filmloops	-A
			Filmstrips	-B
			Slides	-C
			Records	-D
			Audio-Tapes	-E
			16 MM & 8 MM Film	-F
			Transparencies	-G
			Video Tapes	-H
			Globes	-I
			Realia	-J
			Microfiche	-K
GOAL THREE (3)	SEARCHING MATERIALS	OBJECTIVE 1	Alphabetical Arrangement	3-1-
		2	Numerical Progression	3-2-
		3	Reference Collection	3-3-
		4	Card Catalog	3-4-
		5	Research Techniques	3-5-
		6	Community Information Network	3-6-
GOAL FOUR (4)	APPRECIATING MATERIALS	OBJECTIVE 1	Appreciation	4-4-
GOAL FIVE (5)	PRODUCING MATERIALS	OBJECTIVE 1	Production	5-1-

II. SERVICES TO TEACHERS S

III. LIBRARY FORMS LF

IV. GLOSSARY G

V. BIBLIOGRAPHY B

PHILOSOPHY: Upper Merion Area School District's Library/Media Program

Library/media centers are provided in the schools throughout the district to extend and enrich classroom activities by providing multimedia resources of many kinds. We believe that library/media centers are integral parts of the basic instructional program; that teachers are helped to realize their full potential through skillful use of multimedia resources; that students are helped to extend and improve their own interests and competencies; that students are helped to develop reading habits, independent study skills, and positive attitudes toward life.

The objectives of the library/media program are as follows:

1. To make available to every teacher an array of multimedia resources to enrich and extend classroom teaching.

2. To provide continuous and cumulative library/media instruction for students from kindergarten through grade twelve.

3. To involve teachers in the planning of library/media instructional programs.

4. To provide resources, encouragement, and guidance for independent study activities.

5. Through programs developed by teachers and librarians, to provide students with group and individual experiences in literature, visual literacy, sound, color, texture, and form.

6. To assist teachers in obtaining supportive data and media for instructional units to be used in classrooms.

7. To assist students to complete independent or group study assignments.

Instructional Purposes

This curriculum guide has been prepared to assist the professional staff in fulfilling two essential instructional purposes:

1. To serve as a guide for librarians in providing a program of essential skills for all elementary students.

2. To provide a guide for classroom teachers in designing learning activities for students which will reinforce the using of media skills.

LIBRARY MEDIA SKILLS

KEY
P=Present
D=Develop
R-E=Review and Expand

		K-1-2	3-4	5-6
GOAL ONE	LOCATING MATERIALS			
Objective 1	ORIENTATION	P	D	R-E
	PURPOSE			
	STAFF			
	CITIZENSHIP			
Objective 2	LOCATIONS	P	D	R-E
	Circulation Desk			
	Card Catalog			
	Easy			
	Juvenile Fiction			
	Non-Fiction			
	Reference			
	Biography			
	Magazines			
	Study Prints			
	Vertical Files			
	Staff Work Areas			
Objective 3	CIRCULATION PROCEDURES	P	D	R-E
	In House			
	Inter-Library Loans			

LIBRARY MEDIA SKILLS (continued)	K-1-2	3-4	5-6
GOAL TWO USING MATERIALS			
Objective 1 PARTS OF A BOOK	P	D	R-E
Cover			
Title Page			
Author			
Title			
Illustrator			
Publisher			
Compiler	-	P	D
Editor			
Spine	P	D	R-E
Call Number			
Card and Pocket			
Date Due Slip			
Copyright Date	-	P	D
Dedication			
Preface			
Introduction			
Table of Contents			
Text or Body			
Illustrations			
Glossary			
Index			
Bibliography	-	-	P
Objective 2 OTHER PRINT MATERIALS	P	D	R-E
Magazines			
Newspapers			
Vertical Files			
Study Prints			
Pamphlets			

LIBRARY MEDIA SKILLS (continued)	K-1-2	3-4	5-6
GOAL TWO USING MATERIALS (continued)			
Objective 3 NON-PRINT MATERIALS WITH EQUIPMENT			
Filmloops	P	D	R-E
Filmstrips			
Slides			
Records			
Audio-Tapes			
Cassette			
Reel-to-Reel			
16 MM Film			
8 MM Film			
Transparencies			
Video Tapes			
Cassette			
Reel-to-Reel			
Globes			
Realia			
Microfiche	-	P	D
GOAL THREE SEARCHING MATERIALS			
Objective 1 ALPHABETICAL ARRANGEMENT	P	D	R-E
Easy			
Juvenile			
Biography			
Objective 2 NUMERICAL PROGRESSION			
Non-Fiction	P	D	R-E
Dewey Decimal System	-	P	D

LIBRARY MEDIA SKILLS (continued)	K-1-2	3-4	5-6
GOAL THREE SEARCHING MATERIALS (continued)			
Objective 3 REFERENCE COLLECTION			
Encyclopedia	P	D	R-E
Dictionary	P	D	R-E
Picture	P	-	-
Abridged	-	P	D
Unabridged	-	P	D
Geographical	-	-	P
Biographical	-	-	P
Other language	-	-	P
Thesaurus	-	P	D
Other			
Almanac	-	-	P
Atlas	-	P	D
Periodical Index	-	-	P
Special	-	-	P
Objective 4 CARD CATALOG	P	D	R-E
Author			
Title			
Subject			
Objective 5 RESEARCH TECHNIQUES	-	P	D
Objective 6 COMMUNITY INFORMATION NETWORK	P	D	R-E
GOAL FOUR APPRECIATING MATERIALS	P	D	R-E
Objective 1 APPRECIATION			
GOAL FIVE PRODUCING MATERIALS	P	D	R-E
Objective 1 PRODUCTION			

Cut here

ACTION

K-2

FOR CLASS VISIT students will

STOP at entrance; ASK "WHERE ARE WE?" Gym? Playground? (Library is organized and orderly)
ENTER in orderly way; proceed to instruction area.
WORK with librarian.
SELECT library materials.
CHECK OUT library materials.
SIT DOWN and examine them while awaiting dismissal.
EXIT in orderly manner.

FOR INDIVIDUAL VISIT students will

STOP at entrance; ASK "WHERE AM I?" Gym? Playground?
ENTER in orderly way.
WORK with purpose or ask for help.
EXIT in orderly manner.

Students will call librarian and library aide by name.

Students will discuss role of library volunteers.

Students will discuss "Golden Rule" and its applicability to use of library/media center.

INTERACTION

Teachers may wish to have students construct or decorate individual boxes for students to use at home for all things which are to be returned to school:
.library books
.lunch money
.home work, etc.

Teachers may wish to include rules of library/media center when discussing rules of school. See SERVICES TO TEACHERS section of this handbook.

Teachers may wish to include library materials when reviewing care of public property (LIST OF COSTS OF BOOKS, NON-PRINT MATERIALS, AND EQUIPMENT)

Teachers may wish to review role of volunteers in schools.

Cut here

ACTION

REVIEW K-2

Students will present positive or negative portrayals (CITIZENSHIP ROLE-PLAY CARDS)

1. Two children want one book.
2. Six students examine one magazine.
3. Three children read out loud.
4. Eight students work at one carrel.
5. Four students run to be first in line.
6. One student changes date stamps.
7. Twelve students take library pencils back to class.
8. Five students put books back on wrong shelves.
9. One student puts filmstrip in wrong case.
10. Six students leave chairs in new places.
11. Two students are disrespectful to library volunteer.
12. One student has twelve books at home.
13. Two students enter library with nothing to do.
14. Two students butt in line.

INTERACTION

Teachers may wish to have students

.make posters or bookmarks about one act of good citizenship in library/media center.

.bring posters and bookmarks to library for display to other students.

.write letters to parents about library procedures:
- .number of books allowed (as many as child needs)
- .date to be returned (stamped on date due slip)
- .responsibility if materials are lost
- .returning of Wolfsohn books for entire family
- .volunteers accepted (any length of time; no experience necessary)

Cut here

ACTION

5-6

INTERACTION

REVIEW K-4

Students will present positive or negative portrayals (CITIZENSHIP ROLE-PLAY CARDS)

1. One student takes all materials on unit before teacher and librarian arrange for usage.
2. Three students replace drawers of card catalog in wrong slots.
3. Eight students put encyclopedias back in wrong order.
4. Three students do not rewind filmstrips.
5. Two students with reminder notices do not check about books they feel sure they have returned to library.
6. One student with notice that reserve book is ready does not come to library for that book.
7. Two students return films for teacher and leave them on librarian's desk rather than at returns section.

Teachers may wish to request reserve collection of materials before giving assignments to students.

Students who assist library staff will receive library/media center awards at spring assembly.

GOAL ONE - LOCATING MATERIALS

OBJECTIVE 1 - ORIENTATION The student will be able to enter with purpose, identify staff, share materials, demonstrate good citizenship.

Cut here

ACTION	K-2	INTERACTION
Kindergarten parents will receive letter about taking out books.		Kindergarten teacher may wish to work with librarian on details of letter to kindergarten parents. See sample letter in section LIBRARY FORMS.
Students will discuss responsibilities for returning materials whether reminder notices are received or not and will discuss date due slip. (TRANSPARENCY)		Teachers may wish to have supply of used cards for students' practice. Ask librarian.
Students will discuss reminder forms. (TRANSPARENCY)		Teachers are invited to reinforce checking of date due slips even if reminder notices are not received. (If volunteers are not available, reminder notices are not written with regularity. Snags do occur. The reminder form requests students to return material OR check at circulation desk if they think they have returned the materials.) See samples of forms in section LIBRARY FORMS.
Students will note procedure: "Return materials OR bring this notice to library."		
Students will have a specific place for returning all materials and equipment, including Wolfsohn materials.		
Students will review book card. (TRANSPARENCY)		
Students will review reserve form. (TRANSPARENCY)		
Students will discuss using their own names only, including two parts and room number.		

Cut here

ACTION	3-4	INTERACTION
REVIEW K-2.		Teachers are invited to reinforce checking of date due slips even if reminder notices are not received. (If volunteers are not available, reminder notices are not written with regularity. Snags do occur. The reminder form requests students to return material OR check at circulation desk if they think they have returned the materials.) See samples of forms in section LIBRARY FORMS.

Cut here

ACTION	5-6	INTERACTION
REVIEW K-2.		Teachers are invited to reinforce checking of date due slips even if reminder notices are not received. (If volunteers are not available, reminder notices are not written with regularity. Snags do occur. The reminder form requests students to return material OR check at circulation desk if they think they have returned the materials.) See samples of forms in section LIBRARY FORMS.

GOAL ONE - LOCATING MATERIALS

OBJECTIVE 3 - CIRCULATING PROCEDURES The student will be able to check out and return materials, use reserve book form and request inter-library loans.

cut here

ACTION

K-2

INTERACTION

Each child will use sample book to show parts:

- cover
- title page
- author
- title
- illustrator
- publisher
- spine
- call number
- card and pocket
- date due slip

Teachers may wish to bring class-created books to library for labeling with call number and for display to other students.

Librarian will provide fiction books to enrich science and social studies units. Examples: Pollution--"Wump World" by Peet; Safety--"Bears' Vacation" by Berenstains.

Librarian will provide books without words for use as story-starters or language experience reading units.

Cut here ↓

ACTION	3-4	INTERACTION
REVIEW K-2. Students will match vocabulary words with definitions. (TRANSPARENCIES)		Teachers may wish to .bring class-created books to library for cataloging and display. .promote Wolfsohn Memorial Library's "Make Your Own Book" contest.

cut here

ACTION	5-6	INTERACTION
REVIEW K-4 Students will match vocabulary words with definitions. (TRANSPARENCIES)		Teachers may wish to .bring class-created books to library for cataloging, display, and circulation. .promote Wolfsohn Memorial Library's "Make Your Own Book" contest. .see "In What Book?" and other books of games for classroom use.

GOAL TWO - USING MATERIALS - PRINT

OBJECTIVE 1- PARTS OF A BOOK

The student will be able to identify the parts of a book: cover, title page, author, title, illustrator, publisher, compiler, editor, spine, call number, card and pocket, copyright date, dedication, preface, introduction, table of contents, text or body, illustrations, glossary, index, and bibliography.

cut here

ACTION

K-2

INTERACTION

Students will match words with materials: (SIGNS)

- Magazines
- Newspapers
- Vertical Files
- Study Prints
- Pamphlets

Librarian will send a list of magazines received in library, for posting on classroom bulletin board.

Teachers may wish to send extra pamphlets, clippings, maps, charts, etc., to library to be housed in vertical files and used by all students and staff.

Teachers may wish to bring class-created magazines, newspapers, study prints or reports to library for display as models for other students.

cut here

3-4

ACTION

Students will discuss criteria for inclusion of materials in vertical files.

Students will discuss differences in newspapers, magazines, study prints, and pamphlets.

INTERACTION

Librarian will send a list of magazines received in library, for posting on classroom bulletin board.

Librarian will appreciate having extra pamphlets, clippings, maps, charts, etc., for vertical files.

Teachers may wish to bring or send class-created magazines, newspapers, study prints or reports to library for display.

Teachers may wish to use library magazines, newspapers, study prints for show cases or displays in classroom.

cut here

ACTION	5-6	INTERACTION
REVIEW K-4.		Librarian will send a list of magazines received in library for posting on classroom bulletin board. Librarian will appreciate having extra pamphlets, clippings, maps, charts, etc., for vertical files. Teachers may wish to bring or send class-created magazines, newspapers, study prints or reports to library for display. Teachers may wish to use library magazines, newspapers, study prints for show cases or displays in classroom.

GOAL TWO - USING MATERIALS - PRINT

OBJECTIVE 2 - OTHER PRINT MATERIALS The student will be able to identify other print materials: magazines, newspapers, vertical files, study prints, and pamphlets.

cut here

ACTION

K-2

INTERACTION

Students will discuss basic safety with equipment, electrical wiring, cords, and outlets.

Students will identify a film loop and film loop projector by name. (SIGNS)

Students will discuss care and handling of film loops.

Students will discuss care, handling, and operation of film loop projector.

Students will operate film loop projector, each one teaching one.

Teachers may wish to review basic care of equipment and safety with electrical wiring, cords, and outlets.

Teachers may wish to use film loops for story starters in language arts or for reading programs.

Teachers and librarian may wish to share ideas for using film loops in classrooms and library/media center.

Teachers may wish to recommend film loops for purchase.

Cut here ↓

ACTION	3-4	INTERACTION
REVIEW K-2		Teachers may wish to review basic care of equipment and safety with electrical wiring, cords, and outlets. Teachers may wish to use film loops for story starters in language arts or for reading programs. Teachers and librarian may wish to share ideas for using film loops in classrooms and library/media center. Teachers may wish to recommend film loops for purchase.

Cut here ↓

ACTION	5-6	INTERACTION
REVIEW K-2.		Teachers may wish to review basic care of equipment and safety with electrical wiring, cords, and outlets. Teachers may wish to use film loops for story starters in language arts or for reading programs. Teachers and librarian may wish to share ideas for using film loops in classrooms and library/media center. Teachers may wish to recommend film loops for purchase.

GOAL TWO - USING MATERIALS - NON-PRINT - FILM LOOP

OBJECTIVE 3 - NON-PRINT MATERIALS WITH EQUIPMENT

A) The student will be able to identify a film loop and to operate a film loop projector.

Cut here

ACTION	K-2	INTERACTION
Students will identify a filmstrip, filmstrip previewer, and filmstrip projector. (SIGNS)		Teachers and librarian may wish to share ideas for using filmstrips in classrooms and library/media center.
Students will discuss care and handling of filmstrips.		Teachers may wish to recommend filmstrips for purchase.
Students will discuss care, handling, and operation of previewer and projector.		
Students will operate filmstrip previewers, each one teaching one.		

Cut here ↓

ACTION

3-4

INTERACTION

REVIEW K-2.

Students will operate filmstrip projectors, each one teaching one.

Teachers and librarian may wish to share ideas for using filmstrips in classrooms and library/media center.

Teachers may wish to recommend filmstrips for purchase.

Cut here ↓

ACTION

5-6

INTERACTION

REVIEW K-4.

Teachers and librarian may wish to share ideas for using filmstrips in classrooms and library/media center.

Teachers may wish to recommend filmstrips for purchase.

GOAL TWO - USING MATERIALS

OBJECTIVE 3 - NON-PRINT MATERIALS WITH EQUIPMENT

B) The student will be able to identify a filmstrip and to operate a filmstrip projector

Cut here ↓

ACTION

Students will identify a slide and slide projector by name. (SIGNS)

Students will discuss care and handling of slides.

Students will discuss care, handling, and operation of slide projector.

Students will operate slide projector, each one teaching one.

K-2

INTERACTION

Teachers and librarian may wish to share ideas for using slides in classrooms and library/media center.

Teachers may wish to add slides to the collection and make recommendations for purchases.

Cut here

ACTION	3-4	INTERACTION
REVIEW K-2.		Teachers and librarian may wish to share ideas for using slides in classrooms and library/media center. Teachers may wish to add slides to the collection and make recommendations for purchases.

Cut here

ACTION	5-6	INTERACTION
REVIEW K-2.		Teachers and librarian may wish to share ideas for using slides in classrooms and library/media center. Teachers may wish to add slides to the collection and make recommendations for purchases.

GOAL TWO - USING MATERIALS

OBJECTIVE 3 - NON-PRINT MATERIALS WITH EQUIPMENT

C) The student will be able to identify a slide and to operate a slide projector.

Cut here ↓

ACTION	K-2	INTERACTION
Students will identify a record and record player by name. (SIGNS)		Teachers and librarian may wish to share ideas for using records in classrooms and library/media center.
Students will discuss care and handling of records.		Teachers may wish to request records for purchase.
Students will discuss care, handling, and operation of record player.		
Students will operate record player, each one teaching one.		

Cut here

ACTION	3-4	INTERACTION
REVIEW K-2.		Teachers and librarian may wish to share ideas on using records in classrooms and library/media center. Teachers may wish to request records for purchase.

cut here ↓

ACTION	5-6	INTERACTION
REVIEW K-2.		Teachers and librarian may wish to share ideas on using records in classrooms and library/media center. Teachers may wish to request records for purchase.

GOAL TWO - USING MATERIALS

OBJECTIVE 3 - NON-PRINT MATERIALS WITH EQUIPMENT

D) The student will be able to identify a record and to operate a record player.

Cut here

ACTION	K-2	INTERACTION
Students will identify an audio-tape cassette, an audio-tape reel, and recorders for both by name. (SIGNS)		Teachers and librarian may wish to share ideas on using audio-tapes in classrooms and library/media center.
Students will discuss care and handling of audio-tapes.		Teachers may wish to recommend audio-tapes for purchase.
Students will discuss care, handling, and operation of recorders and players.		
Students will operate cassette players, each one teaching one.		
Students will record brief highlights or likes and dislikes of books they are returning to the library/media center.		

cut here ↓

ACTION	3-4	INTERACTION
REVIEW K-2. Students will operate cassette recorders, each one teaching one.		Teachers and librarians may wish to share ideas on using audio-tapes in classrooms and library/media center. Any unit of study lends itself to production of slide-tape story by students. Teachers may wish to recommend audio-tapes for purchase.

ACTION	5-6	INTERACTION
REVIEW K-4.		Teachers and librarian may wish to share ideas on using audio-tapes in classrooms and library/media center. Any unit of study lends itself to production of slide-tape story by students. Teachers may wish to recommend audio-tapes for purchase.

GOAL TWO - USING MATERIALS

OBJECTIVE 3 - NON-PRINT MATERIALS WITH EQUIPMENT

E) The student will be able to identify an audio-tape cassette and operate a cassette recorder.

The student will be able to identify a reel-to-reel audio-tape.

Cut here

ACTION

Students will identify 16 mm film and 16 mm film projector.

Students will discuss care and handling of film.

Students will discuss care and handling of film projector.

K-2

INTERACTION

Teachers and librarian may wish to share ideas on using films in classrooms and library/media center.

Teachers may wish to offer critical comments on films owned by Montgomery County I.M.S.

Teachers may wish to suggest new titles for previewing via Montgomery County I.M.S.

Teachers may wish to request additional materials from library/media center to supplement film for any unit of study. See form in LIBRARY FORMS section.

cut here ↓

ACTION

3-4

INTERACTION

REVIEW K-2.

Teachers and librarian may wish to share ideas on using films in classrooms and library/media center.

Teachers may wish to offer critical comments on films owned by Montgomery County I.M.S.

Teachers may wish to suggest new titles for previewing via Montgomery County I.M.S.

Teachers may wish to request additional materials from library/media center to supplement film for any unit of study. See form in LIBRARY FORMS section.

Cut here ↓

ACTION

5-6

INTERACTION

REVIEW K-2.

Teachers and librarian may wish to share ideas on using films in classrooms and library/media center.

Teachers may wish to offer critical comments on films owned by Montgomery County I.M.S.

Teachers may wish to suggest new titles for previewing via Montgomery County I.M.S.

Teachers may wish to request additional materials from library/media center to supplement film for any unit of study. See form in LIBRARY FORMS section.

OBJECTIVE 3 - NON-PRINT MATERIALS WITH EQUIPMENT

F) The student will be able to identify 16 mm film.

The student will be able to identify 8 mm film.

Cut here ↓

ACTION	K-2	INTERACTION
Students will identify transparencies and overhead projector by name. (SIGNS)		Teachers and librarian may wish to share ideas on using transparencies in classrooms and library/media center.
Students will discuss care and handling of transparencies.		Teachers may wish to recommend transparencies for production or purchase.
Students will discuss care, handling, and operation of overhead projector.		
Students will make transparencies and project on overhead projector.		

Cut here ↓

ACTION	3-4	INTERACTION
REVIEW K-2.		Teachers and librarian may wish to share ideas on using transparencies in classrooms and library/media center. Teachers may wish to recommend transparencies for production or purchase.

Cut here ↓

ACTION	5-6	INTERACTION
REVIEW K-2.		Teachers and librarian may wish to share ideas on using transparencies in classrooms and library/media center. Teachers may wish to recommend transparencies for production or purchase.

88

89

GOAL TWO - USING MATERIALS

OBJECTIVE 3 - NON-PRINT MATERIALS WITH EQUIPMENT

G) The student will be able to identify transparencies and will be able to operate an overhead projector.

Cut here

ACTION

K-2

INTERACTION

Students will identify a video cassette and video cassette recorder by name. (SIGNS)

Students will discuss care and handling of video cassettes and recorders.

Teachers and librarian may wish to share ideas on using video equipment in classrooms and library/media center.

Teachers may wish to schedule video production; check building's ITV schedule.

cut here

ACTION	3-4	INTERACTION
REVIEW K-2.		Teachers and librarian may wish to share ideas on using video equipment in classrooms and library/media center. Teachers may wish to schedule video production; check building's ITV schedule.

Cut here ↓

ACTION	5-6	INTERACTION
REVIEW K-2.		Teachers and librarian may wish to share ideas on using video equipment in classrooms and library/media center. Teachers may wish to schedule video production; check building's ITV schedule.

GOAL TWO - USING MATERIALS

OBJECTIVE 3 - NON-PRINT MATERIALS WITH EQUIPMENT

H) The student will be able to identify a video cassette and a video casette recorder.

The student will be able to identify a reel-to-reel video tape and a reel-to-reel video recorder.

Cut here ↓

ACTION	K-2	INTERACTION
Students will identify a globe by name. (SIGN) Students will identify realia. (SIGN)		Teachers may wish to borrow globe for classroom use in beginning map skills. Teachers may wish to discuss needs of realia (crafts, plants, collections, etc.) with librarian who may have access to special items from the community. Teachers may wish to add realia to library collection for use by all staff and make recommendations for additional purchases.

Cut here

ACTION	3-4	INTERACTION
REVIEW K-2.		Teachers may wish to borrow globe for classroom use in basic map skills. Teachers may wish to discuss needs of realia (crafts, plants, collections, etc.) with librarian who may have access to special items from the community. Teachers may wish to add realia to library collection for use by all staff and make recommendations for additional purchases.

Cut here ↓

ACTION	5-6	INTERACTION
REVIEW K-2.		Teachers may wish to borrow globe for classroom use in map skills. Teachers may wish to discuss needs of realia (crafts, plants, collections, etc.) with librarian who may have access to special items from the community. Teachers may wish to add realia to library collection for use by all staff and make recommendations for additional purchases.

OBJECTIVE 3 - NON-PRINT MATERIALS WITH EQUIPMENT

I) The student will be able to identify a globe.

J) The student will be able to identify realia.

ACTION K-2 INTERACTION

Not applicable at this level.

Cut here ↓

ACTION

Students will identify microfiche and microfiche reader. (SIGN)

Students will discuss care and handling of microfiche.

Students will discuss care, handling, and operation of microfiche reader.

Students will operate microfiche reader, each one teaching one.

INTERACTION

Teachers and librarian may wish to share ideas on using microfiche in classrooms and library/media center.

Teachers may borrow reader for fiche from RISE or other micro-collections.

Cut here

ACTION	5-6	INTERACTION
REVIEW 3-4.		Teachers and librarian may wish to share ideas on using microfiche in classrooms and library/media center. Teachers may wish to work with librarian to arrange visit to R.I.S.E. (Research and Information Services for Education) for special research by small groups. Teachers may borrow reader for fiche from RISE or other micro-collections.

GOAL TWO - USING MATERIALS

OBJECTIVE 3 - NON-PRINT MATERIALS WITH EQUIPMENT

K) The student will be able to identify microfiche and to operate a microfiche reader.

Cut here ↓

ACTION

K-2

Students will line up in alphabetical order as librarian calls last names.

Students will find section of EASY area where students' books would be placed if student becomes an author.

Students will rearrange lists of authors' names on overhead projector. (TRANSPARENCY)

Students will rearrange scrambled sentences.

Students will alphabetize cards with subject headings--by first letter, first 2 letters, first 3 letters.

Students will check telephone directory for alphabetization patterns, Mc & Mac.

Students will have treasure hunt with cards leading to EASY books by various authors.

INTERACTION

NOTE: "E" labels PICTURE BOOKS (not controlled vocabulary) and EASY READERS (with controlled vocabulary.)

"J" or simply three letters (for author's last name) is used for JUVENILE or JUNIOR FICTION.

"SC" is used for STORY COLLECTIONS.

"B" is for BIOGRAPHY and is arranged by last name of biographee, not by author.

Alphabet books are available in library and are filed under ALPHABET BOOKS in the card catalog.

Cut here ↓

ACTION	3-4	INTERACTION
REVIEW K-2.		Teachers may wish to send teams of children to survey and report back on how the alphabet and number systems are used to organize school. Examples: rooms numbered filing at school office by alphabetical order
Students will discuss arrangement of BIOGRAPHY by last name of biographee. Show LINCOLN and WASHINGTON materials arranged first by author and then by subject. Students will discuss convenience for finding most suitable materials.		Teachers may wish to have children alphabetize new words or mystery words into word banks.
Students will find "J" FICTION books by using cards listing various popular authors. (CARDS)		Teachers may wish to list students' names as if they were authors: alphabetically by last names.
		Teachers may wish to send students to library/media center for biography of famous person on or just before birthday.
		Teachers may wish to ask librarian for listings of famous persons by vocation or country of birth.
		Teachers may wish to send student journals to library/media center for display. Librarian will show as models of first step of autobiographical writing.

Cut here ↓

ACTION	INTERACTION
REVIEW K-4.	Teachers may wish to:
Students will by-pass card catalog when searching for biographical materials by going directly to "B" section and searching by using last name of biographee.	.list students names as authors: last names first.
Students will see demonstration of "NEW _____" words to learn WORD BY WORD and LETTER BY LETTER methods of alphabetization.	.send students to library for biography of famous person on birthday.
Students will check telephone directory and various encyclopedias to see how alphabetized.	.ask librarian for listings of famous persons by professions (inventors, poets) or country of birth.
Students will check card catalog to see how alphabetized for Mc and Mac.	.use story collections (short stories) for classroom reading programs.

GOAL THREE - SEARCHING MATERIALS

OBJECTIVE 1 - ALPHABETICAL ARRANGEMENT The student will be able to locate easy, juvenile fiction, story collections, and biographical materials.

cut here

ACTION	K-2	INTERACTION
Students will listen to non-fiction books read in "story-time." Students will answer questions about books: "True? Fact." "Not true? Fiction." Students will discuss examples of bear books that are true ("True Book of Bears") and books about bears that are not true ("The Three Bears").		Teachers may wish to send committee of students to library to get materials for each unit of study. Librarian and students will gather fiction and non-fiction materials.

Cut here ↓

ACTION	3-4	INTERACTION
REVIEW K-2.		Teachers may wish to send committee of students to library to get materials for each unit of study. Librarian and students will gather fiction and non-fiction materials.
Students will put in numerical order cards with call numbers. 710.8 711 714 714.7 715 etc. (CARDS)		
Students choose books and then line up in order of numbers of their books.		
Librarian will show that each bay of library shelving is like a page of a book.		
Students will discuss REFERENCE call numbers and call numbers of regular collection.		
Students will discuss 920 for COLLECTIVE BIOGRAPHY for sports heroes, composers, inventors, presidents, explorers.		

Cut here ↓

ACTION	5-6	INTERACTION
REVIEW K-4. Students will discuss REFERENCE call numbers and call numbers for regular non-fiction collection.		Teachers may wish to send committee of students to library/ media center to gather materials for each new unit of study. Librarian and students will gather fiction and non-fiction materials.

GOAL THREE - SEARCHING MATERIALS

OBJECTIVE 2 - NUMERICAL PROGRESSION

A) The student will be able to locate non-fiction materials.

Cut here

ACTION K-2 INTERACTION

Students will note listings of favorite Dewey numbers:

FAIRY TALES	398.2
DINOSAURS	568
SPORTS	796

Students will discuss arrangement of supermarket and compare to library.

cut here ↓

ACTION	3-4	INTERACTION

Students will discuss DDC pictograph using caveman.
(TRANSPARENCY)

Students will work with DDC wheel. (WHEEL)

Students will see demonstration of DDC in book talks:
one from each major division, several from one major division, several from one DDC number to show like things arranged together.

Students will hear story of Melvil Dewey's system.

Students will note listings of Dewey's favorite numbers:
Automobiles
Racing
Other

Students will review special collections:
Animals
Fairy tales

Cut here ↓

ACTION	5-6	INTERACTION
REVIEW 3-4.		Teachers may wish to send for classroom collection of non-fiction books for a unit of study. Students may use DDC, simple numerical progression, for arranging in order in classroom. Librarian is willing to assist.
Students will discuss DDC after audio-visual presentation. (FILMSTRIP)		
Students will use Dewey Decimal Wheel. (WHEEL)		Teachers may wish to let librarian know when decimals are being introduced. Class may then use shelving of books in library as a reinforcement.
Students will check shelf of books to see progression of Dewey numbers in one subject.		

GOAL THREE - SEARCHING MATERIALS

OBJECTIVE 2 - NUMERICAL PROGRESSION

B) The student will be able to identify the major divisions of the Dewey Decimal System.

cut here ↓

ACTION

K-2

INTERACTION

Students will come to library for enrichment; librarian will assist individually.

Teachers may wish to ask librarian for pre-encyclopedias for classroom use.

cut here ↓

ACTION	3-4	INTERACTION
Students will discuss role of encyclopedias as first source of general information. (FILMSTRIP)		Teachers may wish to send students to library for enrichment. Staff will assist individuals and small groups as much as possible.
Students will review encyclopedia for charts, graphs, maps; students will discuss need for updating information.		
Students will answer reference questions by using encyclopedias, and will note aids such as guide words, index, and key words.		

Cut here

ACTION	5-6	INTERACTION
REVIEW 3-4. Students will discuss arrangement of encyclopedias: alphabetical, topical, and chronological. Students will review various types of encyclopedias: general, historical, scientific, and other.		Teachers may wish to send students to library for enrichment at any time. If questions cannot be answered, librarian will send them on to Wolfsohn and/or Montgomery County network.

GOAL THREE - SEARCHING MATERIALS

OBJECTIVE 3 - REFERENCE COLLECTION

A) The student will be able to locate information in an encyclopedia.

Cut here ↓

ACTION	K-2	INTERACTION
The students will discuss use of dictionary. (FILMSTRIP) The students will use picture dictionary. (TRANSPARENCY)		Teachers may wish to .ask librarian for classroom copy of picture dictionary. .bring class-created dictionaries to library for display; librarian will show as models to other students.

Cut here ↓

ACTION	3-4	INTERACTION
REVIEW K-2. The students will discuss use of abridged, unabridged dictionaries. (TRANSPARENCIES) The students will use the abridged and unabridged dictionaries.		Teachers may wish to .ask librarian for unabridged dictionary for classroom use. .bring class-created dictionaries to library for display; librarian will show as models to other students.

Cut here ↓

ACTION	5-6	INTERACTION
REVIEW K-4. Students will discuss usage of abridged, unabridged, geographical, biographical, science, other language dictionaries, and the thesaurus. (TRANSPARENCIES) Students will use dictionaries and thesaurus to answer questions.		Teachers may wish to .ask librarian for dictionaries of each kind for use in classroom. .bring class-created dictionaries to library for display; librarian will show as models to other students. .have students tell whether forts listed below are towns or military installations: a) Fort Fisher b) Fort Madison c) Fort Nelson d) Fort LeBoeuf e) Fort Garry f) Fort Lauderdale g) Fort Benton .have students use thesaurus to cover a word tree with synonyms.

GOAL THREE - SEARCHING MATERIALS

OBJECTIVE 3 - REFERENCE COLLECTION

B) The student will be able to choose and use appropriate dictionaries: picture dictionary, abridged, unabridged, geographical, biographical, science, other language dictionaries, and thesaurus.

ACTION K-2 INTERACTION

Not applicable at this level.

ACTION 3-4 INTERACTION

Not applicable at this level.

Cut here ↓

ACTION	5-6	INTERACTION
Students will discuss use of almanac, atlas, periodical index, and other special reference tools. (TRANSPARENCIES)		Teachers may wish to .ask librarian for special reference tools for use in classrooms. If not available in school, librarian will try to make inter-library loan arrangements.
Students will use almanac, atlas, periodical index, and other special reference tools to answer reference questions.		.send students to library when special questions arise; if answers are not found in library/media center, librarian will send on to Wolfsohn or Montgomery County network.
Students will review reference section of public library during field trip.		.have students use magazines in making one report. Elementary schools do not subscribe to "Readers' Guide to Periodical Literature" but librarians have access to "Subject Guide to Childrens' Magazines" and the "Abridged Readers' Guide to Periodical Literature." Discuss timing with librarian.

GOAL THREE - SEARCHING MATERIALS

OBJECTIVE 3 - REFERENCE COLLECTION

C) The student will be able to select and use an almanac, atlas, periodical index, and other special reference tools.

Cut here

ACTION	K-2	INTERACTION
Students will use card catalog for individual needs. Librarian will assist.		Teachers may wish to ask librarian for subject headings needed to find materials for units of study. For example: Language Arts - POETRY STORY COLLECTIONS CATS - FICTION MYSTERY AND DETECTIVE STORIES Social Studies- UNITED STATES HISTORY Science - REPTILES

Cut here ↓

ACTION

Students will identify author, title, and subject cards in card catalog. (SAT GAME)

Students will discuss title search and the dropping of A, AN, and THE.

Students will discuss subject headings for favorite topics; students will review authority for subject headings. (SEARS, WOODS)

Students will discuss complete cataloging of materials and note special cards in catalog: see and see also references; black bandings for audio-visual materials; guide cards and drawer labeling.

Students will use card catalog for retrieving materials for their individual use and for classroom needs.

INTERACTION

Teachers may wish to

.send committee of students to library to gather materials when unit is to start.

.send child to library to find materials at any time. If additional books are necessary, librarian will request from Wolfsohn Library via inter-library loan.

.send list of subjects of units so librarian can assist in locating materials. (Library subject headings are used for both school and public libraries and are often NOT your key word.)

.encourage use of library materials to supplement textbooks for enrichment in any unit of study.

.send class-created materials for cataloging in library.

Cut here ↓

ACTION

5-6

INTERACTION

REVIEW 3-4.

Students will use card catalog for retrieval of materials for individual use and for classroom needs.

Students will discuss different kinds of card catalogs: Dictionary as in Upper Merion Area School District, split (author and title/subjects) at Wolfsohn Memorial Library.

Teachers may wish to

.encourage use of library materials to supplement textbooks for enrichment in any unit of study.

.send list of subjects of units so librarian can assist in locating materials. (Library subject headings are used for both school and public libraries and are often NOT your key word.)

.send committees of students to library to gather materials when unit is to start.

.send any student to library to find materials at any time. If additional books are necessary, librarian will request from Wolfsohn Library via inter-library loan.

.send class-created materials to library for cataloging and circulation.

.send student to library to check bibliography in textbook or supplementary materials. Material not in school collection may be requested by teachers for inclusion in next library orders.

GOAL THREE - SEARCHING MATERIALS

OBJECTIVE 4 - CARD CATALOG The student will be able to use the card catalog as the index to the library media collection.

put here ↓

ACTION	K-2	INTERACTION
Students will use library materials with help of librarian when needed.		Teachers may wish to .bring classroom-created reports to library to be shown as models for others. .schedule class into the library for specific research. Ask librarian to work on subject or unit with students in regular library periods.

cut here ↓

ACTION	3-4	INTERACTION
Students will use library materials with help of library staff when needed.		Teachers may wish to .bring classroom-created reports to library to be shown as models for others. .schedule class into library for specific research. Ask librarian to work on subject or unit with students in regular library period. .send students to library .to find fiction book about a country .to find non-fiction book about that country .to locate country on map, in atlas, and on globe .to find poem about country .to find fairy tales from country .to list other materials available on that country

put here ↓

ACTION

5-6

INTERACTION

Students will discuss standard bibliographic form. (TRANSPARENCY)

Students will use standard bibliographic form.

Teachers may wish to

.work with librarian to develop and encourage use of standard bibliographic form.

.bring classroom-created reports to library to be shown as models for others.

.schedule class into library. Ask librarian to work with subject or unit during regular library periods.

.ask librarian to reinforce classroom instruction in research techniques:

- .skimming
- .notetaking--main ideas, subtopics, in own words
- .outlining
- .summarizing
- .recording bibliographic information

GOAL THREE - SEARCHING MATERIALS

OBJECTIVE 5 - RESEARCH - TECHNIQUES The student will be able to gather, evaluate, organize, and communicate information.

cut here

ACTION	K-2	INTERACTION
Students will visit local public library. Students will meet Wolfsohn children's librarian and hear about special programs.		Teachers may wish to .plan with librarian for visit to Wolfsohn Memorial Library and arrange for membership cards to be sent home for parental permission to join public library. .plan with librarian for maximum use of the Wolfsohn summer program with registration taking place at school during final week. .invite librarian to classroom for special programs. .invite librarian to make arrangements for finding resource people in the community.

cut here

ACTION

3-4

INTERACTION

Students will visit local public library.

Students will meet Wolfsohn children's librarian and hear about special programs.

Teachers may wish to

.plan with librarian for visit to Wolfsohn Memorial Library and arrange for membership cards to be sent home for parental permission to join public library.

.plan with librarian for maximum use of the Wolfsohn summer program with registration taking place at school during final week.

.invite librarian to classroom for special programs.

.invite librarian to make arrangements for finding resource people in the community.

put here ↓

ACTION	5-6	INTERACTION
Students will visit local public library. Students will be taken to RISE and Montgomery County-Norristown Public Library for special research overview.		Teachers may wish to .work with librarian to arrange field trips to Wolfsohn, Montgomery County-Norristown Public Library, and RISE. .invite librarian to visit classroom for special programs. .invite librarian to make arrangements for finding resource people in the community.

GOAL THREE - SEARCHING MATERIALS

OBJECTIVE 6 - COMMUNITY INFORMATION NETWORK The student will be able to use the public library.

cut here

ACTION

K-2

INTERACTION

Students will be assisted by library staff in finding materials to satisfy individual needs and interests.

Students will discuss quick check techniques: ten finger test (TRANSPARENCY)
questions: "Will I like this?"
"Which one do I like the best?"

Students will gather recommendations of classmates, teachers, and librarian.

Students will discuss books they are currently reading with librarian.

Learning-skills teacher may wish to share ideas with librarian on students' special needs.

Teachers may wish to ask librarian for suggestions to meet special needs of students. If materials are not available in school, librarian will make arrangements via inter-library loans.

Cut here

ACTION	3-4	INTERACTION
Students will be assisted by library staff in finding materials to satisfy individual needs and interests.		Learning-skills teacher may wish to share ideas with librarian on students' special needs.
Students will discuss quick check techniques: ten finger test (TRANSPARENCY) questions: "Will I like this?" "Which one will I like best?"		Teachers may wish to ask librarian for suggestions to meet special needs of students. If materials are not available in school, librarian will make arrangements via inter-library loans.
Students will gather recommendations of classmates, teachers, and librarian.		
Students will discuss books they are currently reading with librarian.		

cut here

5-6

ACTION

Students will be assisted by library staff in finding materials to satisfy individual needs and interests.

Students will gather recommendations of classmates, teachers, and librarian.

Students will discuss books they are currently reading with librarian.

INTERACTION

Learning-skills teacher may wish to share ideas with librarian on students' special needs.

Teachers may wish to ask librarian for suggestions to meet special needs of children. If materials are not available in school, librarian will make arrangements via inter-library loans.

GOAL FOUR - APPRECIATING MATERIALS

OBJECTIVE 1 - APPRECIATION

A) The student will be able to select and use learning materials based on his own needs and interests.

cut here

ACTION

Students will discuss favorites:
- fiction books
- non-fiction books
- magazines
- other

Students will make recommendations:
- to other students
- to librarian for purchase

Students will report reading habits:
- magazine I always read
- magazine I never read
- book I have read more than once
- book I couldn't finish
- book I wish I could buy for myself

K-2

INTERACTION

Teachers may wish to

.ask librarian to assist in supporting classroom reading programs.

.ask librarian for special collections of materials; for example: easy reading books; transitional books between easy and juvenile fiction; easy science books.

.send children to view book exhibits when held in school.

.recommend or request purchase of materials suitable for special needs of children (bibliotherapy.)

At end of each unit, teachers and students are invited to evaluate library materials. See form in LIBRARY FORMS section of this handbook.

cut here

ACTION

Students will discuss favorites:
- fiction books
- non-fiction books
- magazines
- other

Students will make recommendations:
- to other students
- to librarian for purchase

Students will report reading habits:
- magazine I always read
- magazine I never read
- book I have read more than once
- book I could not finish reading
- book I wish I could buy for my own library

INTERACTION

Teachers may wish to
- .ask librarian to assist in supporting classroom reading programs.
- .ask librarian for special collections of materials; for example: biography, metric system, mystery books, ghost stories, fairy tales.

At end of each unit, teachers and students are invited to evaluate library materials. See form in LIBRARY FORMS section of this handbook.

cut here

ACTION

5-6

INTERACTION

Students will discuss favorites:
- fiction books
- non-fiction books
- magazines
- other

Students will make recommendations:
- to other students
- to librarian for purchase

Students will report reading habits:
- magazine I always read
- magazine I never read
- book I have read more than once
- book I couldn't finish
- book I wish I could buy for myself

Teachers may wish to

.ask librarian to assist in supporting classroom reading programs.

.ask librarian for special collections of materials; for example: biography, ghost stories, prize-winning fiction, handcrafts.

At end of each unit, teachers and students are invited to evaluate library materials. See form in LIBRARY FORMS section of this handbook.

GOAL FOUR - APPRECIATING MATERIALS

OBJECTIVE 1 - APPRECIATION

B) The student will be able to compare and evaluate library materials.

cut here

ACTION

K-2

INTERACTION

Students will shape different endings for favorite books; for example: "If I had the magic pebble in "Sylvester and the Magic Pebble" I would_____. "If the "Cat in the Hat" came to my house I would _____.

Students will vote on favorite book read in story hour.

Students will see variety of illustrations in picture books, both in fiction and non-fiction materials.

Librarian invites participation with teachers in at least one integrated unit of study each year. Planning ahead is helpful; see form in LIBRARY FORMS section of this handbook.

Teachers may wish to give librarian field trip schedules so library can support teaching goals. Librarian may be willing to accompany students and teachers on trips.

Teachers may wish to have duplicate or triplicate copies of books for reading or reporting teams. If librarian does not have extras, teachers may wish to request for orders.

Teachers may wish to send students to library to find information about authors and illustrators of books being used in classroom. Students may wish to bring back additional books by author or illustrator for classroom enrichment.

Teachers may wish to have students illustrate materials of their own and send to library for display.

cut here

ACTION

3-4

INTERACTION

Students will see and discuss new library materials.

Students will vote on favorite books in library collection.

Students will discuss favorite characters in fiction books.

Students will discuss favorite heroes and heroines in biographies.

Librarian invites participation with teachers in at least one integrated unit of study each year. Planning ahead is helpful; see form in LIBRARY FORMS section of this handbook.

Teachers may wish to give librarian field trip schedules so library can support teaching goals. Librarian may be willing to accompany students and teachers on trips.

Teachers may wish to have duplicate or triplicate copies of books for reading or reporting teams. If librarian does not have extras, teachers may wish to request for orders.

cut here

ACTION

5-6

INTERACTION

Students will see and discuss new library materials; they will discuss reasons for purchasing and place in library/media center collection.

Students will discuss current people of interest--those not in biography section but in the news; for example, candidates for office.

Librarian invites participation with teachers in at least one integrated unit of study each year. Planning ahead is helpful; see form in LIBRARY FORMS section of this handbook.

Teachers may wish to give librarian field trip schedules so library can support teaching goals. Librarian may be willing to accompany students and teachers on trips.

Teachers may wish to have duplicate or triplicate copies of books for reading or reporting teams. If librarian does not have extras, teachers may wish to request for orders.

GOAL FOUR - APPRECIATING MATERIALS

OBJECTIVE 1 - APPRECIATION

C) The student will be able to develop aesthetic appreciation through exposure to an ever-expanding variety of viewing, listening, and reading experiences.

Teachers may wish to plan "SUSTAINED SILENT READING" programs; the librarian will support in all possible ways.

Teachers may wish to plan "READING AROUND THE LIBRARY" programs. The librarian, with assistance of teachers, can develop required reading lists in subject areas such as fiction, sports, career interests, poetry, etc. The programs can be as formal as teachers wish and could culminate in library display of dioramas, book reviews, and illustrations. Classes could offer dramatizations or reading festivals to younger groups in this open-ended opportunity.

Teachers may wish to read "How to Teach Reading with Children's Books" by Jeanette Veatch, published by Citation Press for Scholastic Magazines in 1968.

GOAL FIVE - PRODUCTION

OBJECTIVE - PRODUCTION The student will be able to construct a variety of print, audio and visual materials to transmit ideas.

As classroom units develop, librarian will assist as much as staff time permits.

Culminating classroom activities could and should be recorded on slides, video and/or audio cassettes.

AUDIO-VISUAL/LIBRARY SERVICES
for the
UPPER MERION AREA SCHOOL DISTRICT

DIRECT SERVICES:

1. PRODUCTION OF:
   A. 2"x2" Slides
   B. Filmstrips
   C. Overhead Transparencies
   D. Picture Prints
   E. Video (ITV) Programs

2. REPRODUCTION OF:
   A. Audio Duplication:
      (1) Records to Tape
      (2) Reel Tape to Cassette Tape
      (3) High Speed Cassette to Cassette

   B. Video Duplication:
      (1) Off-the-Air Broadcasts
      (2) 16mm Films and Slides
      (3) 1/2" or 1" Reel to 3/4" Cassette Tape

   C. Any Kind of Print Material to:
      (1) Multiple Paper Copies (Xerox Process)
      (2) Transparencies
      (3) Ditto or Mimeo Masters

   D. 2"x2" Slides

   E. 2"x2" Slides into Filmstrip Format

3. GRAPHIC ARTIST

4. OVERHEAD TRANSPARENCY AND AUDIO CASSETTE TAPE LIBRARIES

5. PICTURE MOUNTING AND/OR LAMINATION

6. COORDINATION OF BUILDING LIBRARIANS FOR MONTCO I.M.S. ACTIVITIES:
   A. Free 16mm Film Library
   B. Free Vocational Media Materials Library
   C. Media Materials and Equipment Expositions
   D. Inservice Education Workshops
   E. Photographic Equipment Free Loan
   F. Repair of A-V Equipment

7. A-V AND PHOTOGRAPHIC EQUIPMENT LOAN

8. ACQUISITION OF MEDIA FOR PREVIEW AND EVALUATION

9. INTERLIBRARY LOANS

10. COORDINATION OF SERVICES THROUGH R.I.S.E. AND P.R.I.S.E./R.R.C.

11. INSTRUCTION AND WORKSHOPS IN MEDIA PRODUCTION AND INSTRUCTIONAL METHODS--CREDIT AVAILABLE THROUGH P.D.E. OR PENN STATE UNIV.

INDIRECT SERVICES:

1. PROCESSING ORDERS FOR ALL PRINT AND NON-PRINT MEDIA MATERIALS

2. CENTRALIZED (UNION) CATALOG OF INSTRUCTIONAL MATERIALS

ADDITIONAL RESOURCE CENTERS FOR TEACHERS

Eastern Area Branch, Regional Library Media Resource Center, Horn School, Frankford & Castor Avenues, Philadelphia 19124 (Take Trenton Local from 30th Street to Frankford Junction)

Telephone: 535-0545 Hours: 9:30 a.m. - 5:00 p.m. Daily

RISE (Research and Information Services for Education), 198 Allendale Road, 3rd Floor, King of Prussia 19406

Telephone. 265-6056 Hours: 9:00 a.m. - 4:30 p.m. Weekdays
Other by appointment

R.R.C. (Regional Resources Center for Special Education), 1013 West Ninth Avenue, King of Prussia 19406

Telephone: 265-7321 Hours: 8:30 a.m. - 4:30 p.m. Weekdays

Wolfsohn Memorial Library of Upper Merion Township, Town Center Road, King of Prussia 19406

Telephone: 265-4805 Adult Services Hours: 10:00 a.m. - 9:00 p.m. Weekdays
265-4806 Children's 10:00 a.m. - 6:00 p.m. Friday & Saturday
1:00 p.m. - 4:00 p.m. Sunday afternoons (October-May)

INTER-LIBRARY LOANS OR RESERVE REQUESTS. . . .

If teachers need additional materials, they may wish to use the inter-library loan and reserve form.

Write as much information as possible here

CALL NO.

UPPER MERION AREA SCHOOLS
INTER-LIBRARY LOAN
OR RESERVE REQUEST

Date of request:

AUTHOR

TITLE

OR
SUBJECT

Wanted by:

YOUR
NAME

ROOM
NUMBER

SCHOOL

B BR CL CB G R S
J/B J/G SR

CUT-OFF
DATE

SEARCH
RECORD

DATE
NOTIFIED

BY

Form #1108

For library use

INSTRUCTIONAL MATERIALS REQUESTS. . . . .

Librarians see that firm dates for films are often a major influence in instructional planning and may use this form when confirmations come in. Teachers may wish to use this form then to request additional materials.

HERE ARE YOUR FILM CONFIRMATIONS: IF YOU NEED ADDITIONAL MATERIALS, PLEASE REQUEST BELOW:

*UNIT*_____ *BY DATE*_____

_____ *CLASSROOM COLLECTION*
Teacher takes care of circulation to students and returns materials when unit is completed.

_____ *SPECIAL COLLECTION IN LIBRARY/MEDIA CENTER*
Library staff takes care of circulation to your students.

*TEACHER*_____ *TODAY'S DATE*_____

LIBRARY MATERIALS EVALUATION. . . . . .

Teachers and students who use library materials can help librarians a great deal in selectio and weeding the collection. Comments may be listed on this form.

CLASSROOM QUICK CHECK/
/LIBRARY MATERIALS EVALUATION/
/ROOM____

This material:

_____is outdated and should be replaced.

_____shows prejudice against_____

_____

_____is of questionable usefulness to this unit; we wish we had_____

INTERACTION GUIDE

TEACHER_____ SUBJECT_____ UNIT_____ GRADE___ ROOM____ DATE_____

DESIRED OUTCOMES:
(Students will be able to_____)

MATERIALS NEEDED:
(Teacher has_____)
(Teacher needs_____)
(Gathered by students_____)
teacher_____)
library
staff_____)

TEACHING ACTIVITIES:
(Lecture_____)
(Demonstration_____)
(Film_____)
(Filmstrips_____)
(Other_____)

OTHERS TO BE INVOLVED:
(Art teacher_____) (Music teacher_____)
(Physical education teacher_____)
(Team_____) (Other_____)

LIBRARIAN'S ROLE:
(Orienting class on new tools and procedures____)
(Teaching use of special materials with unit____)
(Scheduling extra time in library_____)
(Locating materials in community information network_____)
(Developing learning center____)
(Other_____)

INTERACTION GUIDE

STUDENTS WILL BE EXPECTED TO USE:
(Textbooks_____)
(Reference books_____)
(Filmstrips_____)
(Transparencies_____)
(Learning centers_____)
(Other_____)

CULMINATING ACTIVITY:
(Written report_____) (Bibliography_____)
(Oral report_____)
(Slide-tape show_____)
(Super 8 film_____)
(Field trip_____)
(Dramatization_____)
(Journal of unit activity_____)
(Other_____)

STUDENT-CREATED MATERIALS DISPLAYED:
(In library_____)
(In classroom_____)
(Other_____)

NOTE: Librarians are planning to arrange a district-wide exhibit of student-created materials in the spring, perhaps during National Library Week.

EVALUATION:
(Methods_____)
(Student responses_____)
(Materials
Up-to-date_____)
Fair to all_____)
At grade level_____)
Appealing to students_____)
(Suggestions for improvement
Materials to be weeded_____)
Materials to be acquired_____)

COMMENTS:

G L O S S A R Y

ABRIDGED EDITION	A condensed version of a book.
ALMANAC	A book of facts, published yearly.
ANNOTATION	A brief statement describing a book.
ANONYMOUS	Author unknown.
ANTHOLOGY	A book containing a collection of short stories, poems, or some other form of literature.
APPENDIX	A section at the end of a book containing supporting materials.
ATLAS	A collection of maps.
AUDIO TAPE	A magnetic tape on which sound is recorded.
AUDIO VISUAL MATERIAL	Non-print material designed to teach through the eye and the ear.
AUTHOR	The person who wrote the book.
AUTHOR CARD	A catalog card with the name of the author on the top line.
AUTOBIOGRAPHY	The history of a person's life, by that person.
BIBLIOGRAPHY	A list of materials on a particular subject.
BIOGRAPHICAL DICTIONARY	An alphabetical listing of facts about famous people.
BIOGRAPHY	The history of a person's life.
BLURB	Descriptive note about a book to acquaint the potential reader with content and to entice readers to read.

CALL NUMBER	The library label, used to identify materials.
CARD CATALOG	The index to all the materials in the library.
CARREL	A small enclosure designed for individual study.
CATALOGING	Making an index of the authors, titles, and subjects of all materials in the library/media center collection.
CIRCULATION CARD	The card used to represent material borrowed from the library.
CIRCULATION DESK	The place where materials and equipment are checked out or in.
COPYRIGHT	The exclusive right to reproduce, publish, and sell literary or artistic works.
COPYRIGHT DATE	The date on which the book received its copyright from the Library of Congress.
CROSS REFERENCE	A reference to another subject ("see" reference) or to additional subjects ("see also" reference).
DATE DUE SLIP	The paper on which is stamped the date to return the material.
DEDICATION	The statement to a person as a mark of affection, respect, gratitude, etc.
DEWEY DECIMAL CLASSIFICATION SYSTEM	A system of arranging materials by subject.
DICTIONARY	A reference in which the words of any language are listed alphabetically and defined.
ENCYCLOPEDIA	A book or set of books containing information on all subjects or covering major points of one subject.
FICTION	Imagined or created stories.
FILMLOOP	A continuous 8 mm film in a cartridge.

FILMSTRIP	A continuous 35 mm film.
GEOGRAPHICAL DICTIONARY	An alphabetical listing of places with geographical facts.
GLOBE	A sphere on which a map of the earth is drawn.
GLOSSARY	An alphabetical listing of definitions of special terms.
GUIDE CARD	A projecting card labeled to help locate information in a file.
GUIDE WORDS	Words or phrases at the top of a page to help find a word or topic.
ILLUSTRATOR	The artist who creates pictorial materials.
INTRODUCTION	An opening statement which explains the purpose and use of the book.
INDEX	An alphabetical list of subjects with page numbers.
KIT	A learning package of three or more types of materials.
LIBRARY/MEDIA CENTER	A collection of materials organized for use.
MAGAZINES	A publication appearing at regular intervals.
MEDIA	Printed and audiovisual forms of communication.
MICROFICHE	A microfilm in sheet form, on which greatly reduced images of many pages are reproduced.
NON-FICTION	Material presenting true information.
PREFACE	The author's introduction to book usually explaining the object and scope of a book.
PUBLISHER	A person or company responsible for producing materials.
READING SHELVES	Checking shelves to see that all materials are in proper places.

REALIA	Real objects, such as a bird's nest, a fossil-bearing stone, and a buffalo skull.
RECORD	A disc on which sound has been recorded
REFERENCE BOOKS	Special works used for research, i.e. dictionaries, atlases, almanacs, and encyclopedias.
RESERVE BOOK	A book that is held for student or teacher use.
SLIDE	A single, small picture on film, mounted for use with a slide viewer or projector.
SUBJECT	The main idea or topic.
SUBJECT CARD	A catalog card with the subject on the top line.
SPINE	The backbone of a book.
STUDY PRINTS	A picture which deals with a specific subject.
TABLE OF CONTENTS	A list of chapters in order found in the beginning of a book.
THESAURUS	A dictionary of words having similar meanings.
TITLE	The name of a book.
TITLE CARD	A catalog card with the title on the top line.
TRANSPARENCY	An image on transparent material, enlarged by an overhead projector.
VERTICAL FILES	Collection of pamphlets, clippings, and pictures kept in a filing cabinet
VIDEOTAPE	A magnetic tape which records both sound and picture.
WEEDING	Withdrawing worn, outdated, unsuitable materials from the collection.
YEAR BOOK	A volume issued yearly to give updated information.

BIBLIOGRAPHY

Beck, Margaret, and Pace, Vera M., Guidebook for Teaching Library Skills, Using the Card Catalog, Book One, Minneapolis, Denison, 1965.

Beck, Margaret, and Pace, Vera M., Guidebook for Teaching Library Skills, Using the Dewey Decimal System, Book Two, Minneapolis, Denison, 1965.

Beck, Margaret, and Pace, Vera M., Guidebook for Teaching Library Skills, Using Reference Materials, Book Three, Minneapolis, Denison, 1965.

Berkeley Unified School District, Learning Library Skills, Berkeley, 1967.

California Association of School Librarians, Library Skills, Rev. Ed., Belmont, California, Fearon, 1973.

Dangle, Lorraine F., and Haussman, Alice M., Preparing the Research Paper, New York, College Entrance Publications, 1963.

Davies, Ruth Ann, The School Library Media Center: A Force for Educational Excellence, New York, Bowker, 1974.

Franz, Sondra, and Mann, Helene, Library Research and Skills, Upper Darby School District, 1972.

Glogan, Lillian; Krause, Edmund; and Wexler, Miriam, Developing a Successful Elementary School Media Center, West Nyack, N.Y., Parker, 1972.

Griffero, Gloria A., Reference Tools and Study Skills, a Milliken Full-Color Transparency - Duplicating Book, St. Louis, Milliken, 1971.

Harshaw, Ruth (Hetzel), In What Book?, New York, Macmillan, 1970.

Margrabe, Mary, The "NOW" Library: A Stations Approach Media Center Teaching Kit, Washington, D.C., Acropolis, 1973.

Nickel, Mildred L., Steps to Service: A Handbook of Procedures for the School Library Media Center, Chicago, ALA, 1975.

Palovic, Lori, and Goodman, Elizabeth B., The Elementary School Library in Action, West Nyack, N.Y., Parker, 1968.

Pittman, Shirley A., Ed., The Pennsylvania Guide for School Library Media Specialists, Pittsburgh Pennsylvania School Librarians Association, 1975.

Polette, Nancy, Basic Library Skills, a Milliken Full-Color Transparency - Duplicating Book, St. Louis, Milliken, 1971.

Polette, Nancy, Developing Methods of Inquiry, a Source Book for Elementary Media Personnel, Metuchen, N.J., Scarecrow, 1973.

Polette, Nancy, Library Skills for Primary Grades, a Milliken Full-Color Transparency - Duplicating Book, St. Louis, Milliken, 1971.

Schwarz, Edith; Morris, William; and Opatow, David, Instructional Program for Library/Media Centers, Elkins Park, PA., School District of Cheltenham Township.

Sulphur Springs Independent School District, Guide for the Development of Library Skills and Services, Grades K-12, Sulphur Springs, Texas.

Veatch, Jeannette, How to Teach Reading with Children's Books, New York, Citation, 1968.

Voight, Ralph Claude, Invitation to Learning, Vol. 1 and 2, Washington, D.C., Acropolis, 1974.

Wisconsin Department of Public Instruction, Division of Library Service, Learning to Use Media, Bulletin No. 197, Madison, 1970.